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The Role of Training in Overcoming Leadership and Administrative Challenges

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ABSTRACT

This study aimed to outline the terms education, management and administration to discuss the function of school leaders in overcoming the management and administrative challenges and to find out the limitations amongst them. It is hypothesized that school teachers and head teachers serve to create correct leaders and a correct coaching environment, expand their capabilities of managing staff and conquer administrative challenges. The study was conducted following the descriptive analytical approach where a questionnaire was used for data collection. The questionnaire was distributed among (100) teachers and head teachers at primary, intermediate and secondary schools in Jazan, Saudi Arabia. The study revealed that there is a lack of head teachers' training at all levels. Training provides the manager with some materials and methods for discovering problems and solving them. It also showed that some head teachers are not flexible enough in dealing with their teaching staff, the students and their parents who follow their children in school from time to time, and this is observed in most schools. The study has some recommendations that the training boards in the Ministry of Education should provide during-service training for teachers at all educational levels – primary, intermediate and secondary schools in Saudi Arabia for all teachers and head teachers – and there should be intensive courses for training teachers and head teachers in terms of during-service training. This will enable them develop their ways and methods of teaching and their abilities to teach and master their classes. Also, teachers and head teachers should benefit from each other by sharing their experiences.

Keywords: Educational Leadership, Training, Administrative Challenges, Saudi Arabia.

INTRODUCTION

The success of any work in the society depends on workers and their abilities to do the work in their best way, and the workers associate with their colleagues in developing the style of the work and improving their overall performance. Each organization has its own functions and fields of work; they specialize in performing certain duties and producing specific products for customers to use and consume. Each product or service is considered the only one in its field of production; most of the organizations improve their methods of work and deliver their goods and services to their existing and new customers.

One of the ways of improving production is training the workers in all sections of the organization in practicing the work and improving the style of management by adopting the modern methods of management and introducing well-developed leadership .

Training people is essential, and plenty of elements are taken into consideration while providing training. Training school leaders would possibly, in turn, create effective leaders who do their jobs efficiently due to the fact that the properly trained faculty leaders inculcate the values and knowledge in their students. It is noticed that school leadership is a kind of leadership that is unique and different from any other management in any enterprise. The training of head teachers entails exchanging and arranging the teaching/learning environment.

School leaders are asked how they handle their daily school responsibilities and activities, which are expected by teachers and students in terms of teaching and learning. This work is different in many ways; managing the school means managing human resources and training the teachers to guide the students for future life, and managing the school is not simple. To make effective management in school is not so easy for the head teacher unless he or she has obtained much training in this field. In managing the school, we could use the available information every day and make the maximum use of the daily data. In this process, the head teacher must train some other teachers to be ready to be head teachers in the future.

On the other hand, the government may pay much money for during-service training for all teachers in the specialized subjects that they teach, and there are also some training courses for teachers with high-ranking degrees in the process of management and administration.

Training the school leaders has its significance in expanding their capabilities of managing staff and developing an effective coaching environment through fixing all troubles that come along. It is considered the most important part of the development of every leader and professional. It enables them to gain the latest knowledge and skills to perform efficiently and effectively in assigned tasks .

The exclusive researcher observes that maximum faculty leaders are not well educated. Although the current practices of leaders of Saudi schools do not match the requirements of standards, there are many other problems that teachers and students face while interacting with each other. This problem is a growing concern of every educational institute in the country, and it is essential to study this problem and learn more about the importance of training for leadership roles.

The significance of the study is the benefits that can be taken by the readers and the students in their study. The significance is shown in the study from the beginning up to the end. Various valuable lessons can be drawn from this study by the readers and researchers: the way of choosing the title, which is usually complex for the researcher; the way of writing and presenting the plan of the study; the way how the researcher collects the information in the literature review; and the way of choosing the population in addition to calculating the sample of the study.

This study is regarded as more important for a researcher who plans to survey amongst the human resources, studies about the training for the workforce and researches topics related to management and leadership .

This study is beneficial for head teachers at the entire levels of primary, intermediate and secondary schools, and it is also beneficial for teachers at those schools and the researchers in the field of human resources and education.

AIM AND OBJECTIVES

The objective of this study is to analyse the importance of training for leaders and its role in their development. Specifically, this study aims to identify the role of training in overcoming the challenges of leadership and other administrative authorities of schools.

Following are the objectives of this study:
To identify the importance of training for head teachers, school leaders and teachers of Saudi schools and colleges.
To address the importance of school leadership training in solving administrative and leadership issues.
To identify the hurdles that school administration faces while designing these training programmes.
To analyse the changes that will occur after getting essential and updated training in head teachers, school leaders and teachers.

LITERATURE REVIEW

Leadership is considered an important terminology in the field of work and enterprises, so it is necessary to have an idea about leadership to learn about it and obtain the important sides in this task. The terminologies leadership, lower levels of management or high levels of administration are unique for people who have enough ideas about normal work and have been afforded different emphases over time and in different contexts.

The use of the terminologies leadership and management varies from one country to another according to the professional cultures and the real use of each terminology individually. The role of the leader is usually considered an important role or work in all the enterprises. The leader has many duties in controlling the enterprise, working and directing the work from the beginning to the end of the day and directing the sections of the enterprise or organization. The leader manages the work in the organization and facilitates all the tasks in his or her company. In most of the countries that speak English, such as Ireland, Cuba, the United Kingdom, and the United States, one can observe the role or the task of the leader as a prime important factor, that is, raising standards and promoting school improvement. On the other hand, it is not in other countries as is observed in these countries. Some countries do not consider the role of the leader in the education atmosphere.

This reflects different items in the way of determining the characteristics of the leadership of education organizations and their history, besides their policy contexts, whether they are national or even local contexts; this provides different levels of effects on enterprises of work and, thus, on the educational leaders' role in their duty at schools. Allen (1998, p. 18) reports that

> *"Leadership and its role are the most related items for the work and enterprises nowadays. The leaders are people who construct specific steps for a working staff of people whether they are males or females who obtain the application from this*

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> *staff of participants to established directions to provide some motivation for the participants to acquire the directions of the income flows."*

The terminology 'leadership' can be viewed from multiple angles and concepts. In a custom manner, leadership is regarded as a group of shapes possessed by the leader; in other words, it is regarded as a social issue that comes from a relationship with others. Each group of work has its unique work in the enterprise.

These issues can provide different points of view about the definition of leadership.

The source of the leadership abilities in a person or the group varies from one person to another and from one country to another. The concept sometimes comes from the work team quality and usually from the individual him/herself; this quality of the leader makes other people follow the leader in his/her work and obey him/her in the instructions given to the labourers.

This task is done through what the leader does or believes (Allen, 1998). Allen also highlights the level of trouble with the managers: is the leader a person in charge? With the real will of the government to regard or apply, thus, it is considered the only person in front who takes his/her desires for anyone. Current points of view consider leadership as "a duty for a personal affecting the members of the boards to acquire a task or work objective." Willems (1987, p. 30) mentions that

> *"Leadership sometimes seems to be very fixed in many ways of the work steps; there are some new methods of training which could motivate the trainers."*

The concept leader is considered someone either male or female who could manage the enterprise, a school or any other enterprise and have some authority to make a decision or more than a decision at one time and he/she can also make some changes in the work. All the work of the leader is covered with much power and responsibilities, which could enable the leader to take action without any hesitation.

The most successful leader influences the staff by his/her strong character and the ways of solving the problems and facilitating the work for his/her staff. The ever-best manager is someone with high qualifications to help his/her workers to get some of his/her knowledge and information as well as experiences.

School leadership is considered one of the most important types of leadership in all organizations; this is because the school is a stern and formal organization that works in the general field of work. Johansson (2008, p. 5) mentions that

> *"The definition of leadership is clear and very objective. To use this item in content is clearer than trying a definition for it. This is more useful and more practical."*

There are many kinds of definitions for the terminology 'school leadership' according to the author's background. Woods (2003, p. 190) points out that

> *"There are many definitions for the term leadership which are clear and scientific definitions used for the term leadership despite that no more users for all of these definitions in the everyday language so understanding the term is more effective than searching such a definition."*

However, the best and well-accepted importance of leadership is given for the school or an educational organization. Working with educational organizations has inevitably resulted in the core idea of leadership emerging as a significant attribute. There cannot be any suspicion that these leaders are looking for the best quality of education and the best mediums of teaching and learning altogether. This must make the learning performance good, and the outputs are also noticeable by any person in the field of life.

Training is regarded as equipment for human resources and developing the style of life for them. Training has progressed options in transferring and facilitating for the latest technical lives and styles of work, leadership development, organization of people, formation of self-help groups, the capacity of humans as well as materials. According to Memoria (1998, p. 217),

> *"Training is a skill of learning a series of programmed behaviour. It is applying the skills which develop the acquired knowledge and is the try to develop the leaners act in the work of teaching on the current job and prepares them for the intended job. Training is a short-term activity illustrated by systematic and well-prepared instructions done by specialized personnel to enable the trainees to acquire very progressed abilities, knowledge, and skills for a definite purpose. Training means they learn and use the instructions set by the qualified trainers and it is also an applied process."*

Training is for a determined task, which is a connected function. On the other hand, concerning the training activities, the trainers should be aware of how beneficial training is and to what extent there is considerable value in training the workforce. The learning activity has claimed that the ability to teach the workers the ways of and chances for acquiring knowledge is various and different in styles.

There is a considerable observation on the term teachers' training policy, which should be followed in any training courses designed by the syllabus designers to create this training for the restricted rules and to highlight the necessity of training for teachers and head teachers. A paper by the General Teaching Council for England (2005) reports that.

When the teachers obtain the doses of training, they will have a good idea about how to precede the work and apply the theoretical information into the real work in life after the session of training. There are many elements which could be gained in great percentages.

However, there is a degree of political control in the variety of Teacher Education policy, which is entirely designed for the educational organizations, and all the educational organizations are interested in the educational policies to enrich the teaching work. One of the policies is the teachers' qualifications and training continuously.

In other words, preparing the teachers to be head teachers is one of the policies of training; during-service training and other types of training have a considerable role in preparing new leading teachers. Kwang (2001, p. 279) claims that.

In various levels of work, we can mention that the duties of obtaining the appropriate knowledge and abilities to be a teacher (skillful) are apart from the procedures of having the formal permission to educate the student in the governmental organizations (recording and

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licensing). The instructions of education in the European countries have allowed to a broad description of the types of education that teachers should obtain and give.

To create and prepare new head teachers, it is vital to study the population (the number of teachers) whether they are males or females, then classify them according to their qualifications and their basic education in addition to their previous training. Then, there should be a training course presented by the specialized brain to select the programmes seriously, and then there should be a trial for the course; the course does not go on without trying it to enable the lecturers to teach the teachers in good and proper behaviour.

Organizational leadership is not a difficult task that any specialized person could do in place of others. Any leader of the organization has the will to order the work, and then he/she should observe whether the orders are executed. Any company's boss has considerable ability to manage it and obtain and protect the company from harm. He or she could keep and save the benefits by recognizing employees' needs and company targets and bringing them together to work in the best environment to obtain and maintain the normal aims (Sansom, 1998). Any organization's leadership plays a crucial part in its development and formation. The enterprises and staff of work have some striking challenges in the teachers' duty of the school targets and aims.

More scholars could describe the leaders of the enterprise that they can improve and exchange the duty of the firm by using their methods and strategies. In this session of a rapid exchange of the work that may enchant the customer in a better manner, the role of leadership is more crucial nowadays. The duties required by some of the leaders as a whole are required normally by the progressed enterprises, which are well organized to forecast the steps of the work and the exchanges, in preparing and building the necessary commitment and a highly suited environment for workers and teams to comprehend and demand these exchanges in a positive way (Bass, 1990; Burke and Cooper, 2004).

'Management' is utilized in a few regions, including Britain, European countries and African countries, and even as the term 'administration' is desired within the United States, Canada and Australia. Dimmock (1999) gives one of the sorts among those objects for the reason that there are a few definitions. School leaders are skilled and feature a few competing elements of the procedure of leadership, control and administration. The training of head teachers will increase their knowledge and assist them in understanding their importance for the organization. This training is focused on developing the essential leadership and management skills in the head teacher by creating awareness among them. The leader will be able to select the most appropriate leadership and management for managing and leading their organization.

METHODS AND PROCEDURES

The study was conducted following the descriptive analytical approach. The used methodologies in the study contain the descriptive method in the literature review and the analytical method in the practical field in the study.

The population of the study consists of head teachers at all schools in Jazan. The simple random sampling technique is used for selecting the respondents, as in this method, the respondents are selected based on probability sampling, and every individual has equal chances. Moreover,

there are no personal biases or interference of research in selecting the respondents for data collection, as all respondents have an equivalent chance of being selected.

The subject of this study was some of the head teachers in Jazan, Saudi Arabia. They have different experiences, and they are diverse according to their qualifications; both males and females participated in the work field. The sample of this study was chosen clearly by taking into consideration the calculation of the population and getting this number of teachers and head teachers according to the scientific means of choosing samples.

A questionnaire was designed for the head teachers and used to measure their opinions about training. It consisted of 14 statements. These were connected with the role of training in overcoming administrative and leadership challenges.

RESULTS

According to results, there were a total of 100 respondents who participated in this study: 57.6% were males and 42.4% were females, which means that the number of male head teachers is greater than that of female head teachers. Besides, 2, 76% of the head teachers' qualifications are bachelor and 24% have a master degree, which means that most of the head teachers are not well qualified. The results showed that 23% of the head teachers have 1–5 years of experience, while 25% have 6–10 years of experience and 52% have more than 11 years of experience. This means that most of the head teachers have greater experience, and they are experts. It was also found that 22% of the candidates are trained, while 78% are not trained, which means that there is a greater need for professional training for school head teachers.

According to results, 65% of the candidates strongly agreed that training could enable the leader to learn about the types of management, while 30% agreed, 3% agreed to some extent, and only 1% disagreed. Additionally, 56% of the candidates strongly agreed statement that training provides the manager with some materials and methods for discovering problems and solving them., while 39% agreed and 4% agreed to some extent. A total of 69% of the candidates strongly agreed that training provides the manager with flexibility in dealing with the staff, while 28% agreed and 3% agreed to some extent. The results also indicated that 63% of the candidates strongly agreed that training could encourage the head teacher to solve all problems from teachers, students and parents, while 30% agreed and 7% agreed to some extent.

The results showed that 60% of the candidates strongly agreed that training could facilitate overcoming the challenges of administration, while 34% agreed and 5% agreed to some extent. It also showed that 50% of the candidates strongly agreed that during-service training is the best type of training to overcome the shortage of well-qualified head teachers, while 41% agreed and 7% agreed to some extent. Only 2% disagreed. It was found that 60% of the candidates strongly agreed that intensive training for head teachers is one of the best trainings provided by local and international enterprises, while 30% agreed, 8% agreed to some extent, and only 2% disagreed. Besides, 57% of the candidates strongly agreed that external training for head teachers during their free time demands good attendance, while 30% agreed, 11% agreed to some extent, and only 2% disagreed. A total of 56% of the candidates strongly agreed that ongoing training is one of the training methods used for head teachers all year round, while 28% agreed, 11% agreed to some extent, and only 5% disagreed. Besides, 78% of the

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candidates strongly agreed that exchanging experiences is a type of good training, while 20% agreed and 20% agreed to some extent.

With reference to the obstacles of training school leaders, 39% of the candidates strongly agreed that training incurs a higher cost, while 20% agreed, 26% agreed to some extent, and only 14% disagreed. This confirms that training incurs a higher cost. Besides, 47% of the candidates strongly agreed that training requires the absence of head teachers from work, which could affect the work as a whole, while 30% agreed, 15% agreed to some extent, and only 8% disagreed. The results also showed that 55% of the candidates strongly agreed that training requires a modern syllabus to be applied, which is faced by the difficulty of lack of specialized planning, while 26% agreed, 16% agreed to some extent, and only 3% disagreed. Finally, 58% of the candidates strongly agreed that the shortage of teachers' limits applying training during service, while 24% agreed, 15% agreed to some extent, and only 3% disagreed.

DISCUSSION

The study investigated the importance of training head teachers to overcome the leadership and administrative challenges faced by them at primary, intermediate and secondary schools. The study's goal is to identify the issues that arise during the process of training head teachers to tackle administrative and leadership challenges. Besides, the study aims at attempting to find suitable solutions to the problems that result during providing good training for head teachers.

A questionnaire was distributed to a hundred teachers and head teachers to collect the information. The data were organized and fed to the computer. The results were calculated statistically and displayed in the form of frequencies, tables and graphs. Training teachers is a required process all over the world in all countries. Whether they are developed or underdeveloped countries, training is considered a sign of development and progress for the nation.

The results showed that there is a lack of head teachers' training at all levels. This is observed in the fieldwork, which shows the weakness in the performance of teachers and head teachers at the surveyed schools in the study. Besides, training provides the manager with some materials and methods for discovering problems and solving them. The availability of modern teaching materials is related to the modern and best training at all the surveyed levels in this study.

It also revealed that training could encourage the head teacher to solve all the problems from teachers, students and parents. Some head teachers are not flexible enough in dealing with their teaching staff, the students and their parents who follow their children in school from time to time. This is observed in most schools .

During-service training is the best type of training to overcome the shortage of well-qualified head teachers. As a fact, there is a lack of during-service training for both head teachers and staff teachers, meaning that most of the teachers are not well trained. Moreover, intensive training for head teachers is one of the best training programmes provided by local and international enterprises. There is a lack of professionalism in dealing with international enterprises and organizations that provide modern training at low costs for teachers.

Finally, ongoing training is one of the training methods used for head teachers all year round. Most teachers and head teachers do not get an opportunity of ongoing training during their service, so they miss a good way to develop their style of teaching and performance at school.

CONCLUSION AND RECOMMENDATIONS

The training boards in the Ministry of Education should provide during-service training for teachers at all educational levels (primary, intermediate and secondary) in Saudi Arabia for all teachers and head teachers. There are official authorities in the government who have the will to take action and decide which might help the people and the workers, as well as to take part in getting the solution to the public problem. There should be intensive courses for training teachers and head teachers in terms of during-service training. This will develop their ways and methods of teaching and their abilities of teaching and mastering their classes. The Ministry of Human Resources and the Ministry of Education all together might participate in providing modern and developed training for teachers and head teachers all together to solve the problems of missing training .

Teachers and head teachers should benefit from each other by sharing their experiences. The direct exchange of experiences amongst teachers themselves in one school or the sharing of experiences when they meet and gather during some occasions will make the knowledge transfer effective between the teachers in one town or one area. Training has good benefits for the trainees and the workforce in the country, so we can export these experiences to other counties to get hard currency or get another specialized workforce in other fields. The government should provide enough budgets for training teachers during service. Providing enough money and budgets for training the human resources has its advantage in making the process of teaching easy for the teachers and the management of the school easy for the head teachers. The modern and developed countries pay much attention to training the human resources, which enables them to provide a good work atmosphere for the workforce and to support the customers to have good services from the workers in the country.

Trained and qualified teachers should train other teachers during service. Exchanging the experiences and knowledge of work is required in all organizations. This is considered free training and the best type of training because it comes directly and unconsciously. Dealing with the international enterprises to provide modern and new training for the teachers and head teachers could bring inboard the other nations' experiences in training. Educational organizations should contact international organizations working with human resources to provide modern and well-developed training for their teachers, head teachers and workers.

Future researchers are recommended to investigate the effects of lack of training on head teachers' work at primary and intermediate schools. Besides, it is essential to investigate the importance of training teachers on developing learners' performance at primary and intermediate schools.

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